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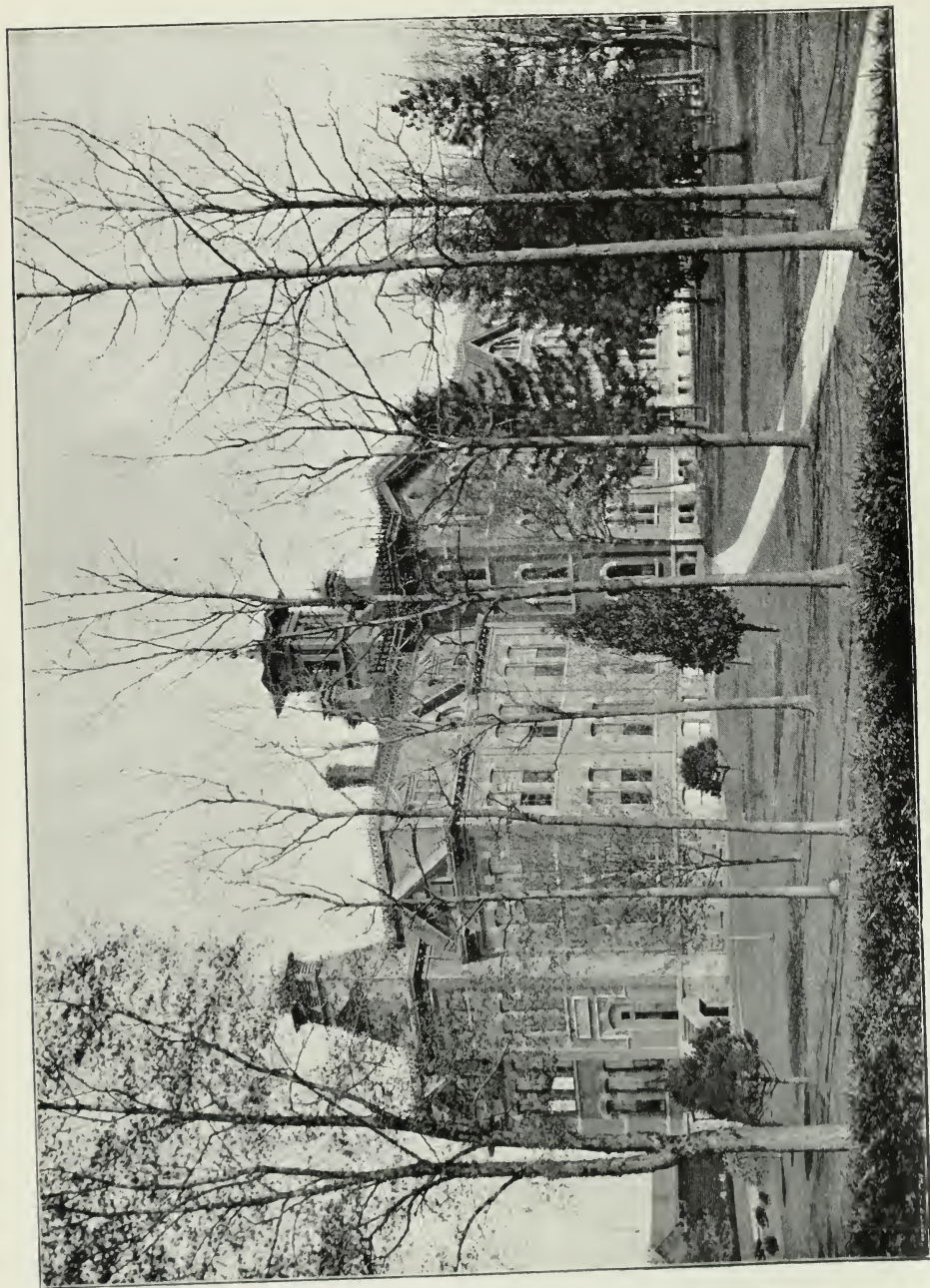
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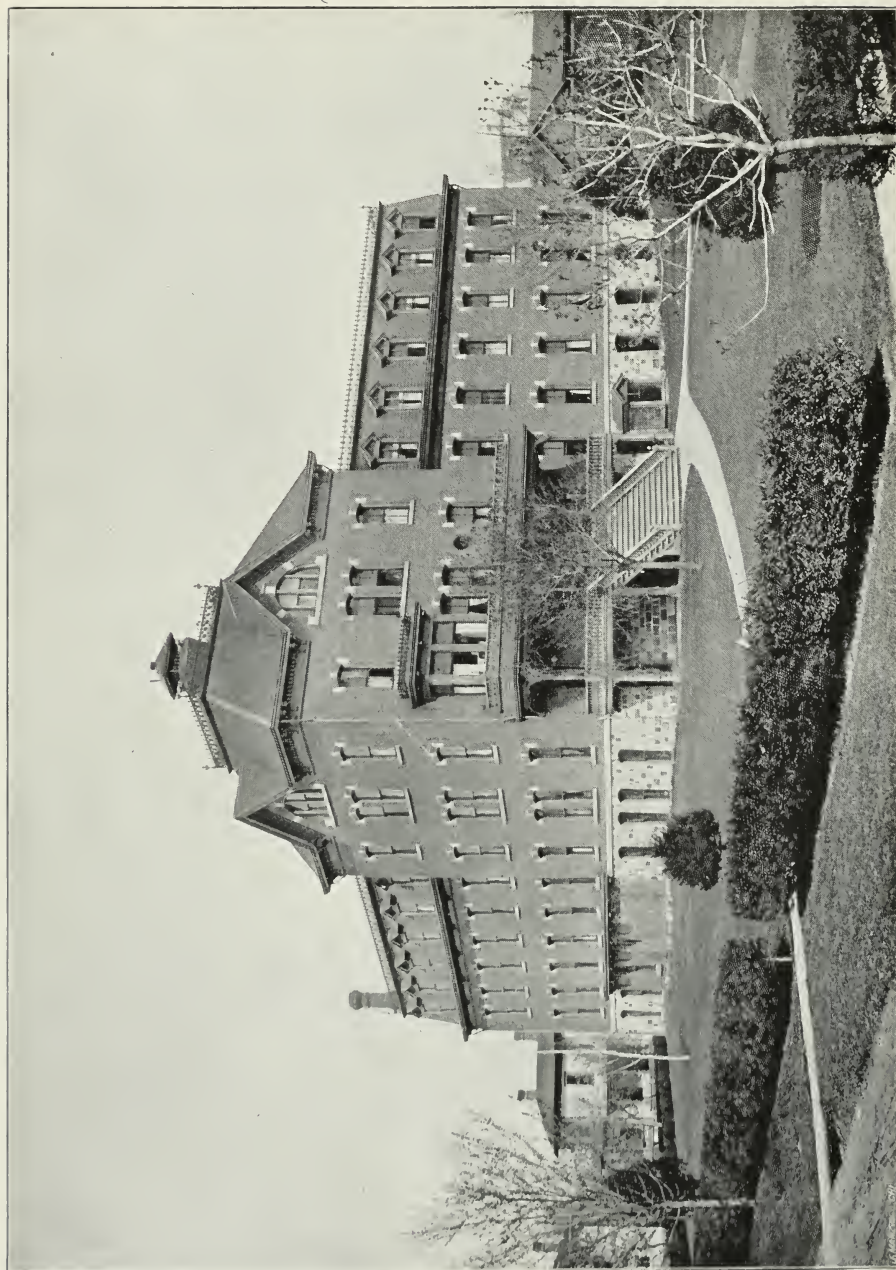
Battle Creek, Michigan



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THE COLLEGE.



WEST HALL.



Twentieth Annual Calendar

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BATTLE CREEK COLLEGE



— . 1895 . —



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Calendar.

SEPTEMBER 11, 1895,	- - - -	FALL TERM BEGINS.
DECEMBER 17, 1895,	- - - -	FALL TERM CLOSES.
DECEMBER 18, 1895,	- - - -	WINTER TERM BEGINS.
MARCH 17, 1896,	- - - -	WINTER TERM CLOSES.
MARCH 18, 1896,	- - - -	SPRING TERM BEGINS.
JUNE 16, 1896,	- - - -	SPRING TERM CLOSES.

Faculty.

GEORGE W. CAVINESS, A. M., PRESIDENT,
Mental and Moral Science.

ALBERT W. KELLY, PH. D.,
Natural Sciences.

ELDER EMMETT J. HIBBARD,
English Bible.

EMORY D. KIRBY, A. B.,
Greek and Latin Languages.

PERCY T. MAGAN, PH. B.,
History.

WALTER E. SANDERSON, A. B.,
Mathematics.

FRED A. HOWE, LL. B.,
English Language and Literature.

ELDER H. W. MILLER, PRECEPTOR,
Industrial Department.

MRS. M. D. COUNSELMAN, PRECEPTRESS.,
Assistant in Physical Culture.

MRS. G. W. CAVINESS, M. S.,
Assistant in Latin.

KARL GRAF,
German Language.

EDWIN BARNES, A. C. M.,
Vocal and Instrumental Music.

ENGLISH PREPARATORY DEPARTMENT.

FREDERICK GRIGGS, PRINCIPAL,
Pedagogics.

Teachers.

MRS. ANGELIA W. HOBBS, B. S.,
WILLIAM E. A. AUL,
ALBERT J. BRISTOL, A. B.,
MRS. HATTIE M. BISER,
MISS EMMA D. GRIGGS,
MRS. EMMA R. VINCE,
MISS JESSIE O. BARBER,
MISS FANNIE BURGESS,
MRS. ELLA R. SANDERS,
MISS DOROTHY A. TICHENOR,
MRS. MARTHA F. W. STEARNS,
Instructor in Sloyd.

DOMESTIC DEPARTMENT.

FLORENCE HUGHES,
Matron.

ALICE FINCH,
Sewing.

GEORGE W. PAYNE,
Business Agent.

BATTLE CREEK COLLEGE.

BATTLE CREEK COLLEGE was founded in 1874, by the Seventh-day Adventist Educational Society, and was duly incorporated in the same year. It is a denominational institution, designed to provide facilities for a liberal education, and training for usefulness in various lines of Christian activity. Its managers aim to make moral and religious influences prominent, and thoroughness of instruction, solidity of character, and usefulness in life, the principal objects of attainment. They hope to have an institution where the fear of God will prevail, where his Holy Word will be revered, and where his worship and service will be respected,—where the young will receive discipline and instruction which will qualify them for the duties of life and make them a benefit to their fellow-men. Such as desire to be in harmony with these objects are heartily invited to attend.

LOCATION.

The College is situated in Battle Creek, a city of about 15,000 inhabitants, and one of the most active and enterprising towns of the Peninsular State. Being at the junction of the Chicago & Grand Trunk, Michigan Central, and Cincinnati, Jackson & Mackinaw railroads, about half way between Detroit and Chicago, the city is easy of access from all parts of the country. The site of the College is on a fine eminence in the western part of the city, about one half mile from the business center.

GROUNDS AND BUILDINGS.

The College grounds consist of seven acres, so laid out that abundant room is provided for out-of-door exercise. The illustrations in this calendar give correct views of the College and West Hall, which is the ladies' dormitory. The latter building contains rooms for one hundred and fifty, and a dining-room with a capacity of two hundred and twenty-five. Across the street from West Hall is South Hall, the gentlemen's dormitory, in which are rooms for one hundred students. The attractive grounds of the

well known Medical and Surgical Sanitarium are in full view from all the buildings and add much to the beauty of the location.

THE HOME LIFE.

Past experience has demonstrated that the purposes of the institution can be most successfully attained when the students board and room in the College buildings together with the members of the Faculty, thus constituting a large school-family. Young people should receive a much broader training than that which comes merely from the study of books. Youth is the proper time for the formation of habits of order, neatness, and Christian courtesy, and to obtain that general culture which comes from daily and intimate association with educated Christian teachers. Much care is taken to render the home life not only attractive, but efficient in the cultivation of those habits of life and graces of character which distinguish the refined Christian man and woman. Teachers and students share one family life, with common aims and interests. The regulations are reasonable, and are adapted to secure trust, freedom, and happiness. It is intended that every student shall enjoy the pleasant associations, and receive the personal care of a true home.

All students in the College buildings will be required to aid, in part payment of their expenses, in the work connected with the Boarding Hall and the Laundry, and in the care of the grounds and buildings. This service will occupy one hour each day. Much valuable information and discipline are thus secured to the student. The practical experience of the student in sharing the daily duties and responsibilities of the home has proved to be beneficial to the health, and of great educational value in developing character. The influence of this service, rendered heartily, is invaluable in producing, during the years of mental training, habits of accuracy, self-reliance, unselfishness, and genuine sympathy with all workers.

After several years of experience with the present plan of the Home life, the Managers of the College are convinced of its great value as an aid in the proper development of Christian character, and they earnestly recommend that all parents residing out of the city, who send their sons or daughters to the College, make provision for them to live at the Home. Parents are assured that students who are sent here with the expectation that they will sustain themselves by working for their board in some family outside the Home, are thereby deprived in a large degree of the special privileges and benefits which they might otherwise enjoy. In such cases the Faculty cannot be expected to take that responsibility for the general welfare of the student which they are willing to assume in the Home.

RELIGIOUS BASIS OF THE INSTITUTION.

While the managers of this College have no disposition to force upon students denominational views, they desire to inculcate in the minds of

all the importance of seeking first the kingdom of God, as the best means of gaining true wisdom and ultimate success. They do not hesitate to emphasize this fact in all their associations with the students.

Each morning the regular exercises of the day begin with religious services in the chapel, at which attendance is required. The College Sabbath-school meets every Sabbath (Saturday) morning, and a meeting for prayer and social worship is held every Sabbath afternoon.

A missionary Society is organized among the students, which holds its regular meetings every Wednesday evening of the College year. In the past this society has aided in developing many active Christian laborers, and has proven highly profitable in the good accomplished for others.

ADMISSIONS.

The College is open to worthy persons of both sexes, fifteen years of age or older. Candidates for admission who are strangers to the Faculty *will be required to present testimonials as to moral character.* The College aims to develop character of the highest type, as well as scholarship of the best quality: and its discipline has respect to these ends. Every effort is given toward making the students self-reliant, self-controlled men and women. But it is not a reform school, and young people too undisciplined to be governed at home should not be sent to this institution. Such students are certain to find themselves in difficulty, and their connection with the school is thus of no advantage to them, and is, of course, a discredit and disadvantage to the institution.

The College year, consisting of forty weeks, begins Sept. 11, 1895, and ends June 16, 1896. There will be no stated vacations but such short recesses as may be arranged by the Faculty,

EXAMINATIONS.

Every student will be required to pass an examination, both written and oral, upon entering the school, to determine what classes he is fitted to join. Those who desire to obtain credit for work done at other institutions must, during the first year of their stay at the College, either pass a satisfactory examination in each branch, or present such evidence from other instructors as will, in the judgment of the Faculty, entitle them to such credit without examination. Work done in approved high schools and academies may be accepted:—

1. For corresponding work in classics and modern languages in all the courses.

2. For any other subject included in the Classical Preparatory course.

Credit may be allowed in the College courses for work done in other colleges of good standing.

A final examination is held in each study whenever it is completed, and more frequent examinations are held at the discretion of the instruct-

ors. No credit will be allowed for an examination in any study during a student's course, unless he has pursued it under the direction of some approved instructor.

Entrance examinations will be held on Wednesday, Sept. 11, 1895. The examination in mathematics will be at 10:30 A. M., and in English at 3:30 P. M., both being in the chapel. Other announcements will be made on the morning of that day. Students are strongly urged to be present at this time. Other examinations can be held only at the convenience of the instructors, and classification may thus be delayed.

The committee to receive and examine certificates or other evidences of work done elsewhere, which candidates for admission desire to present in lieu of an examination, will meet at 7:30 P. M., September 10, and at 8:A. M., September 11. All those whose papers are not placed in the hands of this committee for consideration at those times will be required to take the examinations. Papers designed for this committee may be handed to the President or forwarded to him by mail.

TIME TO ENTER.

Experience has fully demonstrated that it is an injury to the work of the College to allow students to enter at any time. It not only occupies too much of the time of the instructors in classifying applicants for admission, and interferes with the progress of those who entered at the proper time, but it also places at a great disadvantage those who are thus admitted. In view of these facts, the Board of Trustees have adopted the following regulations governing this matter: Students will be received for classification any time during the first four weeks of the Fall term, and at the opening of the Winter and Spring terms. Other days set for examination for admission will be as follows: Wednesday, Nov. 6, 1895; Wednesday, Jan. 15, 1896; and Wednesday, Feb. 12, 1896. No one will be expected to present himself for admission at other times, or after the Spring term has been in session more than two weeks. All who desire to enter the College are earnestly urged to begin at the opening of the year, if possible, as it will give them a great advantage in planning their work.

All who expect to attend the College at any time during the year are requested to notify the managers at their earliest convenience, stating definitely the time when they will enter.

BOARD AND ROOM.

Believing that they should have full control of those for whom they are held responsible, the Board of Trustees require all unmarried students whose parents or legal guardians do not reside in the city, to live at the College Home. Failure to comply with this regulation will justify the

Faculty in declining to receive a student for examination and classification. In exceptional cases, special permission may be granted for living with relatives. Such a request, with the reasons therefor, should be presented in writing to the President. The managers, however, decline to receive into the school-family, children under fifteen years of age, unless by special previous arrangement. Those who, in the judgment of the Board, are unable to meet the expense of living at the Home are permitted to secure approved places where they can work for their board. *Students are not allowed to board themselves.*



Departments of Instruction.

DEPARTMENT FOR CHRISTIAN WORKERS.

The primary object of all education is to prepare the individual for "complete living." The special aim of the Battle Creek College is not only to accomplish this as far as possible, but also to develop a class of trained, educated, and disciplined workers who will go out into the world prepared to work effectively for the good of humanity.

The crying need of the world at the present time is the missionary, not only in foreign and unenlightened lands, but in every civilized land, and especially in the great cities and certain sections of our own country. Recognizing this fact, the managers of the Battle Creek College have determined to introduce a new course of instruction to be termed, "A School for Christian Workers," the purpose of which will be to afford special facilities for the training and education of those who desire to fit themselves in the shortest possible time for active usefulness in various lines of Christian and philanthropic work. This course will include, in addition to a brief practical course in the ordinary branches of knowledge, instruction in the following and allied subjects:—

History of Home and Foreign Missionary work, Missionary Aims and Methods, Missionaries' Biographies, City Missionary Work, Christian Help Work, Gospel Work, Children's Meetings, Mothers' Meetings, Missionary Sabbath-schools, etc. It is intended to make this course eminently practical, and suited to the needs of those young men and women who desire to prepare themselves to enter upon some line of missionary work at the earliest possible moment. A prominent feature of this course of instruction will be a careful and thorough study of the Gospels, both with reference to personal advancement in spiritual things, and to the use of gospel teaching in evangelical work. It is the purpose of the managers to make the School for Christian Workers the most prominent feature of the educational work of the Battle Creek College, and it is thus hoped and expected that a large share of the students who come to this school hereafter will enter it for the purpose of availing themselves of the missionary instruction and training afforded by this course.

DEPARTMENT OF ENGLISH BIBLE.

There need be no apology offered for making the careful and continued study of the Holy Scriptures a prominent feature in all the courses of

study in an institution established for the express purpose of affording an opportunity to secure a Christian education. No merely human production can be so worthy of the students' time and earnest study as that book which has ever been the guide of youth, the hope of manhood, and the support of age. "As an educating power, the Bible is without a rival. Nothing will so impart vigor to all the faculties as requiring students to grasp the stupendous truths of revelation. The mind gradually adapts itself to the subjects upon which it is allowed to dwell. If occupied with commonplace matters only, to the exclusion of grand and lofty themes, it will become dwarfed and enfeebled. If never required to grapple with difficult problems, or put to the stretch to comprehend important truths, it will, after a time, almost lose the power of growth.

"In the word of God, the mind finds subject for the deepest thought, the loftiest aspiration. Here we may hold communion with patriarchs and prophets, and listen to the voice of the Eternal as he speaks with men. Here, we behold the Majesty of heaven, as he humbled himself to become our substitute and surety, to cope single-handed with the powers of darkness, and to gain the victory in our behalf. A reverent contemplation of such themes as these, cannot fail to soften, purify, and ennoble the heart, and at the same time to inspire the mind with new strength and vigor."

"In an age like ours, in which iniquity abounds, and God's character and his law are alike regarded with contempt, special care must be taken to teach the youth to study, to reverence and obey the divine will as revealed to man. The fear of the Lord is fading from the minds of our youth, because of their neglect of Bible study."

The College offers a five years' course in Bible study in addition to the work done in the English Preparatory Department, four years being required in the Biblical course, and three years in the Scientific and Classical courses. By the latitude of choice in the elective work, the full five years' course is open to every student. The design in this department is to teach the gospel in its purity and simplicity, whether the special field of investigation be in the Old or the New Testament.

"God's work is the same in all time, although there are different degrees of development, and different manifestations of his power, to meet the wants of men in the different ages. Beginning with the first gospel promise, and coming down through the patriarchal and Jewish ages, and even to the present time, there has been a gradual unfolding of the purposes of God in the plan of redemption. The Saviour typified in the rites and ceremonies of the Jewish law is the very same that is revealed in the gospel. The clouds that enveloped his divine form have rolled back; the mists and shades have disappeared; and Jesus, the world's Redeemer, stands revealed. He who proclaimed the law from Sinai, and delivered to Moses the precepts of the ritual law, is the same that spoke the sermon on the mount. The great principles of love to God, which he set forth as the

foundation of the law and the prophets are only a reiteration of what he had spoken through Moses to the Hebrew people: 'Hear, O Israel: The Lord our God is one Lord: and thou shalt love the Lord thy God with all thine heart, and with all thy soul, and with all thy might.' 'Thou shalt love thy neighbor as thyself.' The teacher is the same in both dispensations. God's claims are the same. The principles of his government are the same. For all proceed from Him 'with whom is no variableness, neither shadow of turning.' "

In conducting this line of study, prominence will be given to the presentation of such doctrines as have either been perverted or cast aside entirely in the great apostasy, and but partially recovered in the Reformation of the sixteenth century. The work is eminently practical, and is designed to be a means of daily growth in Christian experience, and in this way a preparation for usefulness in any department of Christian effort.

HYGIENE AND SANITARY SCIENCE.

It is the purpose of the managers of this school to make one of its most distinctive features the attention given to the care of the health of the student during the course of study, and to instruct students in the importance of physiology and hygiene. As a furtherance of these objects, students are not only required to give attention to physical development, and to such other matters as pertain to personal hygiene and physical improvement, but will be instructed by means of public and semi-popular lectures, as well as by book study and class recitation. By request of the Board, J. H. Kellogg, M. D. will take a general supervision of the hygiene of the school, and of the course of instruction in Physiology and Hygiene. A lady physician will have general medical charge of the lady students, and a man physician will exercise similar supervision over the young men students, giving such medical advice as may be needed in sickness, and such individual advice and instruction respecting the care of health as may be required. The course of lectures (one each week) will include the following subjects: Bible Hygiene, Relation of Diet to Health, Special Hygiene for Students, Care of the Eyes, Health by Exercise, The Hygiene of Sleep, How to have a Clear Brain, How to Resist Disease, Germs, Special Lectures for Young Ladies Relating to Dress, etc., Special Lectures for Young Men, and other live topics. These lectures will be given by Dr. J. H. Kellogg, Dr. Kate Lindsay, Dr. Abbie Winegar, Dr. David Paulson, Dr. D. H. Kress, Dr. Lauretta Kress, and other members of the Sanitarium faculty. No charge will be made students for this course of lectures, nor for medical advice.

In addition to the above, arrangements have been made whereby students may be able to avail themselves of the instruction given both in the preparatory and some of the advanced courses of the Medical Missionary College which has been recently organized by the Medical Mis-

sionary Board. The curriculum of this College includes a full medical course of four years, with a two years' preparatory course. Students in the advance courses of Battle Creek College may be given advance standing in the medical course, on the presentation of the proper certificates. Further announcement respecting the medical course, including the preparatory courses, may be obtained by addressing Dr. J. H. Kellogg, Battle Creek, Mich.

It may be added that the course of instruction in the Medical Missionary College will be in part connected with the Battle Creek College, a portion of the building being used for this purpose, thereby giving students who anticipate taking a medical course special advantages which they have not heretofore enjoyed.

HISTORY.

Five years' work in history is offered and may be taken in all the courses. Four years are *required* in the Biblical course, three in the Scientific, and two in the Classical.

First Year History is a general survey of the field. It is divided into three periods: Ancient History, Mediaeval History, Modern History.

Ancient History begins with the peopling of the earth by the sons of Noah and their descendants. The standard authority recognized in this, as in all other historical problems, is the word of God—the only history ever written unsullied by human prejudices and human passions.

The leading *facts* of Egyptian, Chaldean, Assyrian, Babylonian, Jewish, and Grecian history are then taken up and considered. More attention is paid to Roman history, and the period closes with the fall of the Empire in A. D. 476.

Mediaeval history includes a study of the Dark Ages (A. D. 476–1000) and the Age of Revival.

The epoch of Modern History is marked at its opening by the Great Reformation of the sixteenth century. This is followed by a study of the era of political revolution which begun about 1648. And the year's work closes with a brief survey of the world at the present time.

This is in brief the ground covered in the first year's work. It is designed to give a foundation, a framework, an anatomy of facts, which will serve as a basis for future philosophical study of the science of humanity.

Second Year History may be divided into the following topics: 1. The Roman Constitution, and the causes of its overthrow, including a comparative study of the tendencies and evils of those times, with the political phenomena of the present age. 2. Military despotism established upon the ruins of the Roman Constitution, and its effects upon society. 3. The primitive Christians, their manners and customs, their system of church organization, the principles of liberty for which they contended,

and the persecutions which they suffered. To this is added a comparative study of the world as it was at the time of our Lord's first advent, and the world as it will be at the time of the second coming of the Son of man. 4. Paganism in general, and Roman paganism in particular; the principles which form the pillars of all pagan systems; the relation of the pagan Church to the pagan State. 5. The union of the so-called Christian Church with the pagan State; the genesis of the papacy; the persecution of pagans and heretics by the Roman Catholics; early Sunday statutes and their meaning; the demoralizing effect of the union of Church and State. 6. The fall of the Roman Empire; its division among the German tribes, showing the fulfilment of the prophecy of Daniel,— chapters 2 and 7,— the establishment of the "Ten Kingdoms," and the "plucking up" of three of them by the papacy. To this is added a careful study of the prophecies, contained in the eighth chapter of Revelation. 7. A brief sketch of Monasticism.

Third Year History takes up the most important historical episodes of European history. It may be divided as follows:—

1. The Holy Roman Empire: where was it? what was it? and what was its influence? A discussion of the principles upon which it was up-reared. 2. The history of Spain: showing that her present ruined condition is the result of kingcraft and priestcraft; a sketch of the Inquisition, together with the study of the Mohammedans, including a careful analysis of the prophecies found in the ninth chapter of Revelation, and their influence upon science and art, and also an account of the ancient civilizations of Mexico and Peru, and Spanish conquests in the New World. 3. History of the popes of Rome during the Dark Ages. 4. Intellectual development of the French. 5. The Renaissance and its effects. 6. The Great Reformation of the 16th century. 7. The Great Rebellion in England; the reign of the Puritans; the Restoration; and the Revolution. 8. The struggle for liberty, civil and religious, in the Netherlands, with an account of the rise of the Dutch Republic. The important episodes in Scottish history; great defense of individual right by that nation; resistance against English Episcopal domination; scientific achievements; reign of the Presbyterians, and the French Revolution.

Fourth Year History commences with 1. A study of British Constitutional history and of the principles which have always characterized the Anglo-Saxon race. 2. The Puritans in America, including a study of the New England Theocracy; the Antinomian Controversy; the persecutions of Quakers and Baptists; the Salem Witchcraft; the Puritan as a statesman and as a religionist. 3. The American Revolution—a philosophical view of the causes of it, and its effect upon the world. 4. The critical period of American history. 5. The objects of the National Constitution, and the rights of American citizens under it. The encroachments of the National Legislature, and the Federal Judiciary upon these rights during the closing half of the nineteenth century.

Fifth Year History comprises a study for advanced students of ancient history in the light of revelation. It will include a thorough study of the principles upon which and by which the Babylonian monarchy was up-reared; the fall of Babylon and the Medo-Persian ascendancy; Alexander the Great and his successors; the monuments, tablets, and inscriptions of the ancient monarchies; the Grecian republics, their architectural defects. The work will be conducted largely upon the seminary method, and is designed for those who wish to become historical specialists.

Besides the regular text-book work, a course in independent historical study will be mapped out for each student in the second, third, fourth, and fifth year's work. Examinations will be held to test the knowledge of the pupil upon it, the same as in the regular class text-book work. One essay each term, or one thesis each year, will be required from every student in the historical department. Map drawing will also be made an important feature of the work.

This analysis speaks for itself. The ultimate design of the course is to show that the principles of God's dealings with men and nations are ever the same; that the events in the annals of the human race, are not mere accidents, but that they are all the inevitable results of specific causes. At every step of the way the great principle that the experiences of both Church and State in former ages have lessons of much value for our own time, is impressed upon the student. This is well stated in the language of the great Lord Macaulay, "NO PAST EVENT HAS ANY INTRINSIC IMPORTANCE. THE KNOWLEDGE OF IT IS VALUABLE ONLY AS IT LEADS US TO FORM JUST CALCULATIONS WITH RESPECT TO THE FUTURE."

A term's work in Political Science gives an additional opportunity for the study of special problems in Civil Government, and a brief survey of the purview of Constitutional Law.

ENGLISH LANGUAGE AND LITERATURE.

Every candidate for admission to the Preparatory Department is expected to pass an examination not only in English grammar, but also in his general knowledge of the language, sufficient to meet the requirements of a course equivalent to Lockwood's Lessons in English, which is the text-book for this work in our ninth grade. This work includes a brief history of the English language, its Anglo-Saxon and classical elements, figures of speech, common errors, diction, sentence construction, punctuation, letter writing and simple composition; with biographical sketches and elementary study of Irving, Longfellow, Whittier, Hawthorne, Holmes, Lowell, and Bryant. Special attention is given to the student's ability to express himself with facility and correctness orally and in writing. The entrance examination will include an exercise in reading and a short composition, which should be correct in spelling, capitalization, punctuation, penmanship, and the general form of expression.

In the tenth grade, Rhetoric is pursued two terms, and American Literature one. Written exercises and essays are carefully corrected, and then copied by the students in special books for this purpose. The different qualities of style are pointed out and studied in selections from a wide range of good authors in various forms of literature. The city affords over 15,000 books in its libraries, and an earnest effort is made to create and develop the ability not only to criticise and condemn the bad, but to appreciate and admire the good in literature, and thus to form a cultivated literary taste and a proper judgment of its place in a liberal education.

In the eleventh grade, one term's work is given to rapid writing, consisting mostly of class-room exercises in ready composition, involving the practical application of rhetorical principles to various subjects under the direct supervision of the instructor. This course is designed to give the student a thorough mastery of practical rhetoric. It is regarded as one of the most important courses offered. It is followed in the Freshman year, by one term's work in the science of Rhetoric, designed, with the preceding courses, to give the student a well-rounded command of the principles which underlie and define harmonious expression.

The study of English Literature is pursued throughout the sophomore year. It is accompanied by a sufficient study of English History to furnish the proper historical setting, without which the literature itself cannot be adequately understood. In all the literary work, the seminary method is followed as far as practicable. Students are given easy access to the books selected for study, and their time is saved by cards of reference and bookmarks. Complete selections are studied and discussed freely in the class. Authors considered inferior are omitted in order to save the full time for the standard masterpieces; but a sufficient variety is given to furnish a criterion of excellence. Essays, reviews, and discussions continue throughout the year.

In the Senior year of all courses, Higher English and Comparative Literature are offered as electives. The essential excellences of prose and poetry are critically examined and exemplified, and the typical masterpieces of other languages are read and discussed through the medium of translations. This course is the appropriate sequel to the student's preceding work in English, and is open to those who have shown special literary proficiency and general thoroughness of scholarship.

NATURAL SCIENCE DEPARTMENT.

Recognizing the importance of a thorough knowledge of the Natural and Physical Sciences, it is the constant aim that the study in this department shall be such that the pupil may gain a correct knowledge of the subjects taught, and at the same time comprehend the actual relation between natural and revealed truth, between Science and the Scripture.

Emanating, as they do, from the all-wise Author of nature and reason on the one hand, and of the revealed will on the other, it is of course impossible, not only that they should conflict the one with the other, but that they should not sustain and enforce each other.

The works of God as revealed by a genuine science, and his word by a just interpretation, not only cannot be at issue, but each when rightly understood, must harmonize with the other and exhibit it to human view in a light more worthy of its divine origin, and the pupil is thus led to see God in all the works of creation.

This department includes the subjects of Physics, Chemistry, Mineralogy, Anatomy and Physiology, Zoölogy, Botany, and Elementary Astronomy. During the fall term, the class in Physics studies Mechanics, Hydrostatics, and Pneumatics, as presented in Sheldon's Olmsted's Philosophy: during the winter, Heat, Light, Sound, and Electricity.

The class in Chemistry studies during the first term the general principles of the science, and the acid-forming elements; and during the second term the base-forming elements; after which the class pursues a course in Qualitative Analysis. Each student devotes five hours a week to laboratory work, and is required to make and present for examination full notes of his work. Considerable attention is given to stoichiometry during the course in chemistry.

The course in Mineralogy comprises the study of the forms and physical properties of minerals and their blow-pipe analysis. While the scheme of study in this branch does not include the chemical analysis of minerals farther than what is taught in the chemical laboratory, yet sufficient knowledge of minerals will be obtained for an intelligent study of Lithology. The text-books used in this branch are those of Crosby, Dana, and Moxam.

In Botany, Gray's School and Field Book is used during the first term. The last part of the term is devoted to the study of the flora of the vicinity, each student preparing for himself an herbarium of carefully mounted and described specimens. The advanced course in Physiological Cryptogamic Botany is conducted by lectures in connection with laboratory practice.

Early in the preparatory courses an elementary course in Anatomy and Physiology is given for the purpose of affording the pupil the true basis of zoölogical study and classification. Man being regarded as supreme, or first in order, a point of view of the animal kingdom is thus obtained which it is believed will be of the greatest use in subsequent studies, both in Zoölogy and in the more advanced courses of Anatomy and Physiology.

During both the elementary and advanced courses, a constant use is made of the human skeleton, anatomical plates, and models of various parts of the body. The work in this department is supplemented by laboratory practice and general lectures on hygiene and sanitation. Upon

completing the text, papers will be prepared and read by each member of the class, bearing upon some special feature of the study.

An elementary course in Astronomy, without mathematics, is provided, embracing the general topography of the heavens, stars, and nebulae, the sun and the solar system, comets, and meteors, and the real and apparent movements of the heavenly bodies.

Special attention is given to map drawing. Text-books: Young's Elements, Burritt, and Lockyer.

DEPARTMENT OF GREEK AND LATIN.

1. PREPARATORY LATIN.

First Year.—First Lessons: Cæsar's Gallic War begun.

Second Year.—Four books of Cæsar finished, and Prose Composition; review of inflection.

Third Year.—Fall and Winter Terms: Cicero, five orations: Prose Composition; Roman History: Spring Term: Ovid, Selections; Prosody.

2. COLLEGIATE LATIN.

Freshman Year.—Fall and Winter Terms: Virgil, *Æneid*, Books I–VI; Spring Term: Horace, Odes and Epodes; Prosody: Mythology throughout the year.

Sophomore Year.—Fall Term: Livy, Book 21; Winter Term: Seneca, Essays; Spring Term: Horace, Epistles and Satires; History of Roman Literature.

Junior Year.—(Elective) Vulgate, Latin Hymns, and other ecclesiastical Latin.

3. GREEK IN THE CLASSICAL COURSE.

Twelfth Grade.—First Lessons; Xenophon's *Anabasis* begun.

Freshman Year.—Xenophon, *Anabasis*, Books I–IV; Prose Composition; review of inflection.

Sophomore Year.—Fall Term: Demosthenes; Winter Term: Sophocles' *Antigone*; Spring Term: Homer, *Iliad*. Greek History and Greek Literature during the year.

Junior Year.—Septuagint; New Testament; Ecclesiastical Greek; Buttmann's New Testament Greek Grammar.

4. GREEK IN THE BIBLICAL COURSE.

Eleventh Grade.—First Lessons based on the New Testament begun.

Junior Year.—New Testament; review of inflection; Prose Composition; committing to memory passages from the New Testament.

Middle Year.—Septuagint; New Testament; versions; principles of textual criticism.

In the advanced language courses, similar, but equivalent work, may be offered from time to time instead of the subjects above enumerated.

Authors and Subjects Studied.—In the preceding synopsis and the general outline of the courses, pp. 28, 29, may be found a list of authors read and subjects studied with their order, and usually the length of time devoted to each.

Aims and Methods of the Department.—These may be briefly stated as follows :—

1. To enable the student to read intelligently and appreciatively Greek and Latin authors. As the first steps toward the attainment of this end, a good working vocabulary and a thorough knowledge of etymology and syntax are obtained by means of careful study of the grammar, and constant practice in translating from English into Latin and Greek, and from these languages into English.

2. To gain the ability critically to investigate original sources of authority, both in sacred and profane literature. The study on scientific principles of a considerable range of authors, sacred and profane, it is hoped will prepare the student for independent research. It is sought to guard him against a careless or incorrect translation of the Bible by thoroughly equipping him beforehand with grammatical knowledge and a reasonable practice in translating authors where neither prejudice nor previous acquaintance with a translation should mislead him.

3. To aid in the pursuit of science and a clearer appreciation of the English Language. The knowledge gained both in vocabulary and principles of word formation of the languages so largely used in scientific phraseology, is designed to be an aid to the more intelligent and easier acquisition of the sciences. A like acquaintance with the original elements of so large a part of the mother-tongue with the acquired habit of carefully analyzing language for the thought contained, is held to be conducive to a better understanding of the English language.

4. To impart an intimate and accurate knowledge of the life of the Greeks and Romans in the time of their greatest intellectual activity and political power. The literature of a people is the truest mirror of the life of the people; the choicest literature, the ideal life of the best men of any people. In history, poetry, oratory, the drama, and philosophy, authors of acknowledged pre-eminence only are read.

5. To form a correct literary taste. It is hoped that a patient and careful study of masterpieces in these languages will exercise a beneficial and lasting influence in the formation of a correct literary taste.

6. To show the influence upon modern life of the Greeks and Romans. In language, literature, art, science, philosophy,—in short, in every department of human activity, an intimate connection exists between the modern world and the people who spoke these two languages. To understand this relation has, often, a very important influence in determining the path of safety and duty for both states and individuals.

MATHEMATICS.

Five full years of mathematics are offered to both Classical and Scientific students, and four terms are prescribed in the New Biblical course.

Preparatory Courses.—A thorough knowledge of Arithmetic, four terms of Elementary Algebra, and three of Plane and Solid Geometry are required of all students expecting to enter the Classical or Scientific Course. Candidates for the Biblical Course substitute Botany for the last term's work in Solid Geometry. The work in Algebra includes simple and quadratic Equations, theory and use of Exponents, the Progressions, and the general theory of Equations. Special attention is given to oral and frequent written exercises. The work in Plane, Solid, and Spherical Geometry is followed by a short course in Conic Sections. Supplementary readings on the history and application of Geometry are required, and the results are given to the class in the form of essays. Care is taken that these courses shall afford thorough preparation for the work which follows.

Collegiate Courses.—College Algebra is pursued the first eighteen weeks, three hours per week. The class work covers the subjects of Choice, Chance, Series, Determinants, and the Theory and Solution of the general Equation. Supplementary readings and discussions are required.

This course is followed by Plane and Spherical Trigonometry. Special attention is given to class drill in Functions and their relations, and practice in the use of Logarithmic Tables. A course in theoretical and practical Surveying is offered during the Spring term. Discussions and recitations on construction and use of instruments; field methods of making land, topographical and geodetic surveys; and the making of maps, computations, etc., are required. Practical work with the instruments is required throughout the course. Some latitude is allowed the student in a choice of a special line of work.

The courses in Analytic Geometry and Calculus continue through the Sophomore year, the work being made elective in the Classical course. There are special discussions of the Conic Sections, and Higher Plane Curves, by both the Rectilinear and Polar systems of Co-ordinates, together with the careful consideration of loci of the second order. The Differential and Integral Calculus, based on the theory of rates, is continued throughout the Winter and Spring Terms. Taylor's differential and Integral Calculus is used as the basis of the work, which includes the properties of the curve with its evolute, and special method of integration. It is supplemented with numerous applications to Geometry and Mechanics. One term's work in practical Astronomy is also offered in this department, open to those students who have completed Elementary Astronomy and Trigonometry. The work is a continuation and completion of the course in Elementary Astronomy and covers the principal topics

of theoretical and practical Astronomy, together with discussions on the latest results of Astronomical research. Special attention is given to the construction and use of the Ephemeris and Nautical Almanac, spherical measurements, etc.

It is believed that the work thus offered is both practical and sufficiently complete for the average scientific or classical student, and will also afford him a broad basis for future work in mathematics; that such a general survey of the history of mathematical research as is offered, together with the consideration of its most important applications, will give the student a clear idea of its meaning as a factor in human progress; that it affords an intellectual drill which will cultivate in the student the power of assiduous and logical reasoning, and stimulate him to careful, original, and independent thought.

PHILOSOPHICAL DEPARTMENT.

The work of this department is divided among several professors, and embraces those studies of a philosophical character which cannot properly be classified under any other department. It is designed that the primary meaning of the word *philosophy*, the love of wisdom, shall characterize the work done, and define its purpose. The practical side of the various studies is especially emphasized, and theory is dwelt upon only so far as to explain and direct the practice, and to familiarize the student with the principles around which the facts may be crystallized. The lines of study pursued in this department are Mental and Moral Science, Inductive and Deductive Logic, Political Economy, an Outline of the History of Philosophy, and Pedagogy.

A brief survey of the ground covered in these courses will sufficiently indicate the scope of the work done. In Mental Science are considered the general classification of mental phenomena and faculties, the intellect, consciousness, sense, reason, judgment, association, memory and recollection, imagination, brute intelligence, the sensibilities, the will, the ideas of liberty and necessity, free agency, volition, and kindred topics.

In Moral Science are considered the duties to man, to nature, to God, to civil government, and a study of the nature of the divine government.

Two terms are given to the study of Logic; the first dealing with terms, propositions, syllogisms, fallacies, and rules for the conduct of discussions. The second term deals with the subject of induction, its nature, ground and scientific importance, the laws of nature, composition of causes, observation and experiment, theory of chance, analogy and probable evidence, abstraction and generalization, and the principles of definition and classification. It is designed to make the study of Logic a practical preparation for weighing the evidences of truth and error in all lines of the student's investigation in school and out.

In Political Economy are studied the relations of labor and capital, of supply and demand, of profits and wages, money and values, banking systems, trades-unions and strikes, industrial co-operation, pauperism and charities, tariffs, revenues, industries, and the principles of property and taxation. The mere enumeration of these topics suggests their importance. Practical application of the principles taught is made to matters of current history as they occur.

The History of Philosophy will be taught in outline in the form of lectures covering the salient facts in the progress of civilization as influenced by the teachings of every age, with special reference to the influence of Christianity upon the world's thought as compared with that of other systems of religions.

PEDAGOGY.

During every conscious moment of an individual's life he is ever surrounded by those influences which educate him; and the work of the school is to teach him how to gather from everything with which he comes in contact, that which will enable him to become useful in his sphere of action. There is an intimate relation between the student's school days and the practical vocations of life. That instructors have not recognized the importance of this connection as they should, is evidenced by the fact that so many students who apparently do well in their classes, make a failure of life. The one who is truly a teacher will continually endeavor to meet these conditions—to study the workings of the human mind and the laws which govern it, and make the application to the student's work. This emphasizes the necessity of deep study, for the one who would engage in any form of educational work.

The course in Pedagogy will extend as an elective throughout the Senior year of all the courses. It will embrace study in Elementary Psychology and the History and Science of Education. The study in Elementary Psychology will be principally inductive, in the sense that typical instances will precede the statement of principles. Practical applications of the science to education, and the conduct of life, will be made, and the importance of Physiological Psychology, duly regarded; The History of Education should clearly indicate the relation of the past to the present, and point out the road to real progress and advancement. Therefore, a study of the lives and doings of those whose energies have been spent in the educational field; of educational reforms and their causes, will be of great benefit. Special attention will be paid to the study of the qualifications of the teacher, school organization and government, methods of study and teaching public and denominational schools. School-law will also receive attention. The design of this course of study is not only to prepare for actual school-room service, but also to train those who may be called upon for any work which involves the use of educational principles, as the ministry and other lines of denominational work.

An important feature of the course will be practice teaching. Each member of the class will be required to do all the practice teaching possible, consistent with their other work. This will be done under the supervision of the grade teachers, who will be required to make weekly reports to the instructor, of the progress made by each member of the class. The constant aim will be to make the work practical. The limited amount of time given to this subject, will admit of only that amount of theory which will develop the practical side of the work. While it cannot be expected to be comprehensive, yet it is hoped that the work done will be of material benefit to the students when they shall put into actual practice the principles here studied. It is desirable to have only those students pursue this course who are intending to enter work in which the knowledge gained from this study will be of value. Therefore, all candidates for admission to the course, will be required to present a written request to the Faculty, and obtain permission to enter upon the work before doing so.

MUSICAL DEPARTMENT.

"No one of the arts is so popular, no one is so generally practiced, as the art of music; yet not one is as much abused as it, and that for the reason that its high meaning is but little understood, not only by the masses, but even by students and teachers. The art is used too much as an amusement, as an exhibition of skill as a means of attracting attention, and too little as a means of education. . . . Music is a means of culture; it is one of the greatest, and perhaps the greatest factor in human civilization. Not until men shall use the art with the spirit of reverence, will it exercise those powers for which it is designed."

COURSES OF STUDY.

Diplomas are granted to all who complete the course for piano or organ in a satisfactory manner.

PIANO.

First Year.—Mathews' graded course of studies, bk. 1 and 2, Two-finger exercises, major scales, arpeggios. Pieces by Gurlitt, Reinecke, Merkel, etc.

Second Year.—Two-finger exercises, scales—major and minor, canon and velocity forms, arpeggios, octaves. Studies by Gurlitt, Dupont, Lemoine, Loeschhorn, Bertini, Krause. Pieces by Dussek, Hummel, Heller, Reinecke. Bach Preludes.

Third Year.—Scales, arpeggios, advanced octaves. Studies by Doering, Duvernoy, Heller, Cramer. Bach Inventions. Pieces by Mendelssohn, Schubert, Chopin, Haydn, Godard, Mason, Mozart's Sonatas and Beethoven's easier Sonatas. Emery's Harmony.

Fourth Year.—Advanced work in scales, two finger exercises, arpeggios. Interlocking octaves. Studies by Czerny, Henselt. Bach's Well-tempered Clavichord. Clementi's "Gradus." Pieces by Beethoven, Mendelssohn, Chopin, Schumann, Raff. History of Music, Mathews.

Fifth Year.—Scales, arpeggios, octaves, etc., bravoura passages. Studies, "Gradus" Bach Fugues, Chopin Etudes. Pieces—Beethoven's later sonatas. Schumann Kreisleriana. Chopin—Scherzos, Ballades, Liszt—Concert pieces. Musical Form and Analysis.

Mason's Touch and Technic, and Mathews' Graded Studies will be used throughout the entire course.

Students' recitals will be given during the year, in which each student is expected to take part.

Practice rooms are fitted up for students, where they can have access to the instruments at very reasonable rates.

No deduction can be made for lessons missed by pupils, except by special arrangement.

PIPE ORGAN.

The course of study for the organ will embrace Rink's Organ School, Parts 1, 2, 3, and 4, revised by Best. Clarence Eddy's Church and Concert Organist. Sonatas and pieces by Buck, Hesse, Guilman, Lemmens, Merkel, Mendelssohn, Ritter, etc. Bach's great preludes and Fugues, Concertos by Handel and Guilman. Harmony: Emery, Richter. Mathews' Musical Form and History. This course of study will extend through a period of from 3 to 5 years. Organ students can have access to a good two-manual organ, at a reasonable expense.

VOCAL (CHORUS).

Three divisions, at least, will be provided in chorus work, and each student is given an individual examination and is graded as indicated by his ear for music and ability to read.

First Division, Elementary.—Study of intervals, scales, sight reading, special attention being given to tone quality and correct breathing.

Second Division, Intermediate.—Advance study of scales and intervals. The elements of musical form and the interpretation of music. The easier works of Mozart, Mendelssohn, Gounod.

Third Division, Advanced.—Vocal exercises, articulation and the study of the voice. Part songs and select choruses from the oratorios by Mendelssohn, Mozart, Gounod, Handel, etc.

The chorus classes are free to students, and are required work unless excused for special reasons after an examination by the director.

The first division will meet twice per week and the second and third divisions once per week.

In addition to this, a large chorus has been formed, whose membership includes the membership of the above divisions and will meet from time to time during the year.

departments connected with the College, and an industrial department has been organized and placed under the charge of a special superintendent, who will act as preceptor of the young men's hall. The industrial department, as at present planned, will not only be a means of training, but also a source of income to students who participate in it. It is believed that this department will be highly successful, not only as an educational means, but as a means of aiding students who desire to meet their expenses as far as possible in work while in attendance at the College.

By action of the Board, the departments of sewing and cookery are made a part of the regular College work. The same course will be taken with reference to other branches of manual training as fast as they can be organized and introduced.

Other lines of work which appear in the General Outline of the courses on pp. 28, 29 but of which no analysis has been given under any department, will be conducted in harmony with the general aims of the institution.



Supplement TO THE . . .

CALENDAR OF BATTLE CREEK COLLEGE.

1895-96.

SINCE preparing the annual calendar, the directors and faculty of Battle Creek College have been engaged in formulating plans for the new course of instruction to be introduced at the fall opening of the school year for the special benefit of those students who contemplate entering some branch of Christian work, and who desire to make therefor a briefer and more practical preparation than the more extended courses of study have hitherto provided.

We are happy to be able to announce that arrangements for this course are now so far completed that we are able to present the following schedule of the new course of study, which is designed to extend through two years.

SCHOOL FOR CHRISTIAN WORKERS.

FIRST YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Bible — History. English Grammar. General History. Physics. Anatomy, Physiology, Hygiene.	Bible — Prophecy. English Grammar. General History. Anatomy, Physiology, Hygiene.	Bible — Gospels. English Composition. General History. Botany. Sanitary Science.

SECOND YEAR.

Bible — Missions. Public Speaking. General History. Zoology. Bible Hygiene.	Bible — Biography. English Literature. Political Science. Elementary Astronomy. Aid to Injured, Simple Remedies.	Bible — Methods. English Literature. Political Science. Chemistry. Christian Help Work,— Aims and Methods.
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The course will also include vocal music, voice-culture, physical culture, cookery, and two lectures per week on topics relating to practical missionary work and sanitary science.

The above course is designed for those of mature minds and years, who have at least had the advantages of a good common school education.

It is understood that those who enter this course will have obtained an intelligent knowledge of those branches of common education which are not included in the course itself.

It is not intended that students will usually pursue more than four of the five prescribed studies at the same time, leaving an option of one study in each term.

It is the intention of those having the school in charge that the fitting up of young men and women for various branches of Christian and philanthropic work shall constitute the principal feature of our college training, and, so far as possible, the instruction will be adapted to meet the requirements of such cases, both in view of the past opportunities and the future work of the student. That this may be more fully done, those who desire a special and speedy preparation will be allowed, under the advice of the faculty, to select from the entire curriculum of the preparatory and collegiate departments, and in special cases also from the preparatory medical course connected with the Medical Missionary College, those features of instruction which they may require for such fitting up; though in the choice of these studies the ideal of a symmetrical education should always be kept in view.



REMARKS UPON THE COURSES.

The Biblical Course offers a graded, systematic, progressive study of the English Bible with sufficient Greek to enable its graduates to read the Scriptures in the original, and thus appreciate the finer shades of meaning which sometimes escapes translation into any modern tongue. The course has an arrangement well suited to the needs of many who can spend only a limited time in school, offering much of the work of the other two courses that is specially useful as a preparation for public religious work.

The Scientific Course furnishes an exceptionally full and extended opportunity to acquire a familiarity with the manifestations of God in nature.

The Classical Course is strong in the study of the Humanities—the knowledge of what man has done and thought, the laws which govern his development in civilization, the means by which his intellect is elevated, his judgment persuaded, his sympathies enlarged, and his energies enlisted in the betterment of himself and others.

The courses offer a considerable range of electives in the last two years. This plan offers to the student a system of reasonable flexibility for planning his work, being thus particularly adapted to the wants of those who must select their studies and cannot follow any regular course.

The separate courses are consistently strong in the lines of work from which they are named, while through all, there runs a common bond or group of studies including English, the Bible, and History.

Two hours per week throughout each course are devoted to drills. Unless a satisfactory examination can be passed in the subjects, every student will be required to spend one year of this time upon each of the following lines of work: Reading, elocution, drawing, and vocal music, and six months upon parliamentary rules and practice. The remainder of the time may be occupied in special exercises in English, in a study of Oriental countries and religions, in a study of the rise and development of the work now being carried forward by Seventh-day Adventists, and in the consideration of such other topics as may be suggested by the Faculty from year to year.

Phonography is not a part of any course, but will be taught at such times as will meet any reasonable demand for it. Only those who have a good grammar school education will be admitted to this class. Any who desire to substitute Phonography for other regular work in any course must make special arrangements with the Faculty.

Candidates for a diploma or a degree must present to the Faculty at the beginning of their junior or middle year, a statement of the work they have already completed and that which they propose to follow the last two years. At the beginning of the senior year, they shall present a similar statement. These statements shall be referred to a standing committee for each course, who shall advise with the students in the arrangement of their work. Students must finish all the preceding work required in their course before they can choose elective studies. When the student has reached the privilege of an elective, he may choose any study of the Collegiate Department which does not conflict with the program of the required work for that year, subject to the approval of his committee of the Faculty.

GENERAL OUTLINE OF THE COURSES.

BIBLICAL.		SCIENTIFIC.		CLASSICAL.	
FIRST YEAR PREPARATORY.		FIRST YEAR PREPARATORY.		FIRST YEAR PREPARATORY.	
Rhetoric, 1, 2, American Literature, 3.....	4	Rhetoric, 1, 2, American Literature, 3.....	4	Rhetoric, 1, 2, American Literature, 3.....	4
Algebra, 1, 2, Elementary Physiology, 3.....	4	Algebra, 1, 2, 3.....	4	Algebra, 1, 2, 3.....	4
I. Bible, 1, 2, 3.....	4	I. Bible, 1, 2, 3.....	4	I. Bible, 1, 2, 3.....	4
I. History (General), 1, 2, 3.....	4	Beginning Latin, 1, 2, 3.....	4	Beginning Latin, 1, 2, 3.....	4
Drills { Reading.....	2	Drills { Reading.....	2	Drills { Reading.....	2
{ Vocal Music.....	2	{ Vocal Music.....	2	Drills { Vocal Music.....	2
SECOND YEAR PREPARATORY.		SECOND YEAR PREPARATORY.		SECOND YEAR PREPARATORY.	
I. { Special Greek.....	4	II. Latin, 1, 2, 3.....	4	II. Latin, 1, 2, 3.....	4
I. { or Hebrew, 1, 2, 3.....	4	El. Physics, 1, { Bookkeeping, 2, 3, or.....	4	El. Physics, 1, { Bookkeeping, 2, 3, or.....	4
Elementary Physics, 1, Bookkeeping, 2, 3.....	4	I. History (General), 1, 2, 3.....	4	I. History (General), 1, 2, 3.....	4
Geometry, 1, 2, Botany, 3.....	4	II. Bible, 1, 2, 3.....	4	II. Bible, 1, 2, 3.....	4
II. Bible, 1, 2, 3.....	4	Drills { Elocution.....	2	Drills { Elocution.....	2
Drills { Elocution.....	2	Drills { Vocal Music.....	2	Drills { Vocal Music.....	2
THIRD YEAR PREPARATORY.		THIRD YEAR PREPARATORY.		THIRD YEAR PREPARATORY.	
III. Latin, 1, 2, 3.....	4	III. Latin, 1, 2, 3.....	4	III. Latin, 1, 2, 3.....	4
El. Zoölogy, 1, Astronomy, 2, Botany, 3.....	4	El. Zoölogy, 1, Astronomy, 2, Botany, 3.....	4	El. Zoölogy, 1, Astronomy, 2, Botany, 3.....	4
Geometry, 1, 2, 3.....	4	Geometry, 1, 2, 3.....	4	Geometry, 1, 2, 3.....	4
II. History, 1, 2, 3.....	4	Beginning Greek, 1, 2, 3.....	4	Beginning Greek, 1, 2, 3.....	4
Drills { Elocution.....	2	Drills { Elocution.....	2	Drills { Elocution.....	2
{ Drawing.....	2	{ Drawing.....	2	Drills { Drawing.....	2

The figures immediately following the subjects indicate the term or terms during which the studies are pursued: 1, Fall Term; 2, Winter Term; 3, Spring Term. The figures at the extreme right show the number of hours per week to be spent in recitation in a given subject. The subjects printed in italics are elective. For a full statement concerning the elective work see page 27. In the Biblical Course the full two years' work in New Testament Greek or the two years' work in Hebrew must be taken. The time may not be divided between these languages. When an option is given between two studies, one of the two must be taken. An option is not equivalent to a general elective.

BIBLICAL.		SCIENTIFIC.		CLASSICAL.	
JUNIOR YEAR.		FRESHMAN YEAR.		FRESHMAN YEAR.	
II. { Special Greek { or Hebrew, 1, 2, 3. 4		{ IV. Latin, or { Beginning German, 1, 2, 3. 3		IV. Latin, 1, 2, 3. 3	
Adv. Physiology and Hyg., 1, 2, Adv. Botany, 3. 3		Advanced Physiology & Hyg., 1, 2, Sci. Rhet., 3		II. Greek, 1, 2, 3. 4	
III. Bible, 1, 2, 3. 3		III. Bible, 1, 2, 3. 3		II. History, 1, 2, 3. 4	
II. History, 1, 2, 3. 4		Advanced Algebra, 1, Trig., 2, 3. 2		Adv Algebra, 1, 2, { Trig. or { Sci. Rhet., 3. 2	
Drill. 2		Drill. 2		Drill. 2	
MIDDLE YEAR.		SOPHOMORE YEAR.		SOPHOMORE YEAR.	
{ New Testament Greek, Hebrew. { Music (The Voice, Harmony, History, Inter- { pretation), 1, 2, 3. 3		Chemistry, 1, 2, Advanced Botany, 3. 3		V. Latin, 1, 2, 3. 3	
English Literature, 1, 2, 3. 3		Analytic Geometry, 1, Calculus, 2, 3. 3		English Literature, 1, 2, 3. 3	
IV. Bible, 1, 2, 3. 3		German, 1, 2, 3. 3		III. Greek, 1, 2, 3. 3	
III. History, 1, 2, 3. 3		Drills. 2		III. Bible, 1, 2, 3. 3	
Drill. 2				Drills. 2	
SENIOR YEAR.		JUNIOR YEAR.		JUNIOR YEAR.	
IV. History, 1, 2, 3. 3		III. History, 1, 2, 3. 3		{ III. History, VI. Latin, { German, 1, 2, 3. 3	
Men. Sci., 1, Mor. Sci., 2, Hist. of Philos., 3. 3		Advanced Physics, 1, 2, Gen. Astronomy, 3. 3		Advanced Physics, 1, 2, Gen. Astronomy, 3. 3	
Pedagogy, 1, Political Economy, 2, Pol. Sci., 3. 3		German, 1, 2, 3. 3		IV. Greek, 1, 2, 3. 3	
{ V. History, 1, 2, 3. 3		{ IV. Bible. { Music (The Voice, Harmony, History, Inter- { pretation), 1, 2, 3. 2		{ IV. Bible { Music (The Voice, Harmony, History, Inter- { pretation), 1, 2, 3. 2	
{ V. Bible, 1, 2, 3. 2		Drill. 2		Drill. 2	
{ Higher English, 1, 2, Comp. Literature, 3. 2					
Drill. 2					
SENIOR YEAR.		SENIOR YEAR.		SENIOR YEAR.	
Biology, 1, 2, Mineralogy, 3. 3		Biology, 1, 2, Mineralogy, 3. 3		Public Speaking, 1, Pol. Econ., 2, Pol. Sci., 3. 3	
Men. Sci., 1, Mor. Sci., 2, Hist. of Philos., 3. 3		Men. Sci., 1, Mor. Sci., 2, Hist. of Philos., 3. 3		Men. Sci., 1, Mor. Sci., 2, Hist. of Philos., 3. 3	
Pedagogy, 1, Logic 2, Inductive Logic, 3. 3		Pedagogy, 1, Logic 2, Inductive Logic, 3. 3		Pedagogy, 1, Logic, 2, Inductive Logic, 3. 3	
{ IV. History, 1, 2, 3. 3		{ IV. History, 1, 2, 3. 3		{ IV. History, 1, 2, 3. 3	
{ Higher English, 1, 2, Comp. Literature, 3. 2		{ Higher English, 1, 2, Comp. Literature, 3. 2		{ Higher English, 1, 2, Comp. Literature, 3. 2	
Drill. 2		Drill. 2		Drill. 2	

Program for Fall Term.

HOOR	CLASSICS.	ENGLISH.	SCIENCE.	MATHEMATICS.	BIBLE.	PHILOSOPHY.	HISTORY.	CLASSICS.	LANGUAGE.
8.00 to 8.50	I. Greek. M. T. W. Th.	Rhetoric I. Div. I. T. W. Th. F.	Adv. Physics.		III. Bible. M. W. F. V. Bible. S. T. Th.		I. History. T. W. Th. F.	I. Latin. Div. II. M. T. Th. F.	

9.00 to 9.30	CHAPEL PERIOD.								
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9.30 to 10.25	III. Greek. M. W. F. IV. Greek. S. T. Th.	Rhetoric. Div. II. T. W. Th. F.	Chemistry. S. T. Th. Biology. M. W. F.	Geometry. M. T. Th. F.	IV. Bible. S. T. Th.		IV. History. S. T. Th. V. History. M. W. F.	II. Latin. M. T. Th. F.	III. Hebrew. M. W. F.
10.25 to 11.20	IV. Latin. S. T. Th. VI. Latin. M. W. F.	Eng. Literature S. T. Th. Pub. Speaking. M. W. F.	Zoölogy. M. T. Th. F.	Algebra. Div. I. M. T. W. Th.	II. Bible. M. T. W. Th.		III. History. M. W. F.	I. Latin. Div. I. M. T. Th. F.	
11.20 to 12.15	II. Greek. M. W. F. V. Latin. S. T. Th.		El. Physics. T. W. Th. F. Adv. Physiol. M. W. F.	Algebra. Div. II. M. T. W. Th.	I. Bible. Div. I. M. T. W. Th.	Pedagogy. M. W. F.		III. Latin. M. T. Th. F.	I. German. S. T. Th. II. German. M. W. F.

12.15 to 12.30	PRAYER SERVICE.								
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12.30 to 1.20	II. Biblical. Greek or II. Hebrew. M. T. W. Th.	Higher Eng. M. W. F.		College Algebra S. T. Th. Analytic Geom. M. W. F.	I. Bible. Div. II. M. T. W. Th.	Mental Sci. S. T. Th.	II. History. T. W. Th. F.	I. Bib. Greek or I. Hebrew. T. W. Th. F.	III. German. M. W. F.
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S., Sunday; M., Monday; T., Tuesday; W., Wednesday; Th., Thursday; F., Friday. Rhetorical exercises, Drills, and classes in Physical Culture will be arranged for at such hours as will meet the requirements of the work.

Program for Winter Term.

HOUR	CLASSICS.	ENGLISH.	SCIENCE.	MATHEMATICS.	BIBLE.	PHILOSOPHY.	HISTORY.	CLASSICS.	MOD. LANG.
8.00 to 8.50	Beg. Greek. M. T. W. Th.	Rhetoric. Div. I. T. W. Th. F.			III. Bible. M. W. F. V. Bible. S. T. Th.		I. History. T. W. Th. F.	I. Latin. Div. II. M. T. Th. F.	
9.00 to 9.30	CHAPEL PERIOD.								
9.30 to 10.25	III. Greek. M. W. F. IV. Greek. S. T. Th.	Rhetoric. Div. II. T. W. Th. F.	Biology. M. W. F. Chemistry. S. T. Th.	Geometry. M. T. Th. F.	IV. Bible. S. T. Th.		IV. History. S. T. Th. V. History. M. W. F.	II. Latin. M. T. Th. F.	
10.25 to 11.20	IV. Latin. S. T. Th. VI. Latin. M. W. F.	English Lit. S. T. Th.	El. Astron. M. T. Th. F.	Algebra. Div. I. M. T. W. Th.	II. Bible. T. W. Th. F.	Pol. Econ. S. T. Th. Logic. M. W. F.	III. History. M. W. F.	I. Latin. Div. I. M. T. Th. F.	
11.20 to 12.15	II. Greek. M. W. F. V. Latin. S. T. Th.	Practical Rhet. T. W. Th. F.	Adv. Physics. S. T. Th. Adv. Physiol. M. W. F.	Algebra. Div. II. M. T. W. Th.	I. Bible. Div. I. M. T. W. Th.	Bookkeeping. T. W. Th. F.		III. Latin. M. T. Th. F.	I. German. S. T. Th. II. German. M. W. F.

PRAYER SERVICE.

12.15 to 12.30									
12.30 to 1.20	II. Biblical Greek or II. Hebrew. M. T. W. Th.	Higher Eng. M. W. F.		Trigonometry. S. T. Th. Calculus. M. W. F.	I. Bible. Div. II. M. T. W. Th.	Moral Science. S. T. Th.	II. History. T. W. Th. F.	I. Biblical Greek or I. Hebrew. T. W. Th. F.	III. German. S. T. Th. II. German. M. W. F.

The Faculty reserve the right to withdraw an elective study whenever the number who choose it is too small to render it practicable to conduct the class

Program for Spring Term.

HOUR	CLASSICS	ENGLISH	SCIENCE	MATHEMATICS	BIBLE	PHILOSOPHY	HISTORY	CLASSICS	MOD. LANG.
8.00 to 8.50	Beg. Greek. M. T. W. Th.	Am. Lit. Div. I. T. W. Th. F.		Adv. Astron. S. T. Th.	III. Bible. M. W. F. V. Bible. S. T. Th.		I. History. T. W. Th. F.	I. Latin. Div. II. M. T. Th. F.	
CHAPEL PERIOD.									
9.00 to 9.30									
9.30 to 10.25	III. Greek. M. W. F. IV. Greek. S. T. Th.	Am. Lit. Div. II. T. W. Th. F.	Mineralogy. M. W. F. Adv. Botany. S. T. Th.	Geometry. M. T. Th. F.	IV. Bible. S. T. Th.		IV History. S. T. Th. V. History. M. W. F.	II. Latin. M. T. Th. F.	
10.25 to 11.20	IV. Latin. S. T. Th. VI. Latin M. W. F.	Comparative Lit. S. T. Th.	El. Botany. M. T. Th. F.	Algebra. Div. I. M. T. W. Th.	II. Bible. T. W. Th. F.	Logic. M. W. F.	III. History. M. W. F.	I. Latin. Div. I. M. T. Th. F.	
11.20 to 12.15	II. Greek. M. W. F. V. Latin. S. T. Th.	Sci. of Rhet. S. T. Th.	El. Physiol. T. W. Th. F.	Algebra. Div. II. M. T. W. Th.	I. Bible. Div. I. M. T. W. Th.	Bookkeeping T. W. Th. F.	Political Sci. S. T. Th.	III. Latin. M. T. Th. F.	I. German. S. T. Th. II. German. M. W. F.
12.15 to 12.30									
PRAYER SERVICE.									
12.30 to 1.20	II. Bible Greek. or II. Hebrew. M. T. W. Th.	Higher Eng. M. W. F.		Surveying. S. T. Th. Calculus. M. W. F.	I. Bible. Div. II. M. T. W. Th.	History of Philosophy. S. T. Th.	II. History. T. W. Th. F.	I. Bib. Greek. or I. Hebrew. T. W. Th. F.	III. German. M. W. F.

Students who for conscientious reasons do not wish to attend recitations on Sunday can obtain a permanent excuse from such exercises by making application to the President.

English Preparatory Department.

GENERAL STATEMENT.

This department consists of a regular graded school of ten grades, a beginners' grade, four primary, four grammar grades, and a High School grade. This work properly completed entitles the student to admission to the regular College preparatory courses.

THE AIMS OF THE WORK.

The early years of a child's life are recognized as being the most important in the development of mind and character. As with all departments of work in the College, so with this; the one constant purpose of the instructors is to have those influences which tend to the development of a good and strong character, surround each pupil.

BIBLE.

Foremost of all that will aid in the growth of a child into a good, useful man or woman, is the study of the word of God. As the study of the Bible and its truths may be said to be the one distinguishing feature of our school, all pupils in all grades are required to take it as one of their studies. A systematic study of either the Old or New Testament is taken up in each grade. The pupils are required to commit portions of the Scripture to memory, write outlines of parts studied, and essays on the same. Doctrinal points are discussed as they may properly be brought in, while following the general line of Bible History. Above all else, the constant purpose is to make the study of great value in daily Christian life.

SCIENCE STUDY.

The belief that a pupil is best taught from the objects themselves, rather than from that which represents them, leads the instructors to draw the material for study as far as possible from those things with which the pupil comes in contact: animals, insects, trees, flowers, the heavens above, the earth beneath—all nature. The foundation of the study is observation, which is generally conducted under the direction

of the instructor, who will ask questions requiring search and observation, or by taking field excursions at frequent intervals, in which the whole school will study some plant or animal about which they have read and talked. The results of these observations and study may form the basis of the Language and Number work, as well as assisting materially in all other lines of study. While text-books must not be discarded, their proper place is to supplement the independent study of the pupil. The pupils have a garden on the campus, and each grade, below the eighth, has a portion which they plant and cultivate. The particular use of the garden is to furnish material for class work.

DRAWING AND PAINTING.

Every individual has a natural love for the beautiful, which it is the duty of their instructors to cultivate. The value of painting and drawing in this connection, cannot be overestimated. But the usefulness of the study extends further than this, it trains the hand and eye, and is a strong factor in the development of critical observation. Work is done in painting with water colors, and drawing. The subjects are, as far as possible, taken from objects which are being studied by the pupils.

SLOYD AND MANUAL TRAINING.

An important feature of the workings of the school will be the sloyd and manual training. The value of this study is held in high estimation. The physical as well as the mental should be cultivated. The training in accuracy is great, as the model being made has to be correct to the one-sixteenth of an inch. The work done will consist of wood carving, sewing, knitting, paper and pasteboard work.

MUSIC.

Music will be given a much more prominent place among the studies than it has heretofore held. The work will be classified, all pupils being required to take an examination upon their entrance into the school. Special attention will be paid to the training of the voice. Music is of more value as a study than we have been accustomed to regard it. It is not only an accomplishment and a source of enjoyment, but is of rare value as a disciplinary study, mentally, morally, and physically. It forms an element in an individual's education which, when rightly used, is of service in the home, public, and social life.

GENERAL INFORMATION.

Members of this department are allowed the use of the Library, subject to its regulations.

Thorough Gymnasium work is carried on, and all pupils are expected to take part.

The rules and regulations applying to the higher departments of the College, apply to this department also.

Children under five years of age are not admitted. New pupils may enter the beginners' grade at the beginning of the Fall and Spring Terms.

Each pupil will be charged 15 cents per term, in advance, for material to be used in sloyd work.

Tuition, per month of four weeks, payable monthly in advance, is as follows : —

Beginner's, first, second, and third grades.....	\$1 25
Fourth and fifth grades.....	1 50
Sixth and seventh grades.....	1 75
Eighth.....	2 00
Ninth.....	2 25

A special announcement of the Preparatory Department for 1896 will be sent on application.



• • • Expenses • • •



It has been the aim of the Founders and Trustees of the College to reduce the expenses of its students to the very lowest figures, knowing that many young people would gladly secure an education if they could see any possibility of meeting the necessary expenses usually incurred at school. The rates are as follows :—

For boarding-pupils including board, use of furnished room, light, heat, washing (twelve plain pieces of clothing, three table-napkins, and four towels weekly), tuition in any one of the regular courses of study, and use of the Library and Reading Room, for each school month of four weeks, \$15, payable at the beginning of the month. The occupants of a few of the best rooms will be charged \$16, payable as above. A special discount of \$1 per month will be made to those who will pay their dues semi-annually in advance. In such cases, \$140, payable one half in September and one half in February, will entitle a student to the privileges above mentioned for a full school year of forty weeks, if he occupies the average room. For a few of the best rooms the charge would be \$150, payable as above. In order to secure these rates the payments *must be made at the times specified*.

In addition to the cash payment, one hour's work each day (seven hours per week) is required of each student as a part of his dues to the College.

These prices are based upon the supposition that two students occupy each room, and that two meals per day are furnished. Any change from this plan will necessitate an increase in the charges made.

These charges are so low that the College will be unable to meet extra expenses incurred on account of the illness of students. In such cases the actual expenses of providing a physician or a nurse, five cents extra for each meal sent to the room, and eight cents for each hour of domestic work omitted, will be charged to the student's account.

In most cases it will be better for parents to send money directly to the College, and not to their children. Students need but little spending-money, and parents are urged to require a monthly statement of expenses from their children.

The rates of tuition for resident students are as follows :—

For full work in either of the regular courses or in either of the preparatory courses, \$3.50 per month of four weeks. For any lower grade of work pursued in the College, see page 35. Tuition is payable monthly in advance.

For partial work the rates are as follows: For one study, \$1.75 per month; for two studies, \$2.50 per month; for three studies, \$3.00 per month.

In making out bills to students, the time will be reckoned from the first or middle of the school month in which the student enters.

Where three or more students belonging to the same family attend the College, a deduction of 10 per cent from the regular charges will be made in their favor.

No deduction from regular charges will be made for absence of a few weeks during any part of the year, unless, under the advice of a physician, students withdraw on account of ill health. Under such circumstances, the Board of Trustees will refund as much as in their judgment seems just.

The payment, at the time of entering, of an incidental fee of 50 cents will be required from all resident students, except those below the eighth grade of the Preparatory Department, which will be used in the support of the Library and Reading Room.

A discount of 5 per cent will be allowed to such resident students as pay their tuition semi-annually, in advance.

• • Regulations • •

Governing all Students of Battle Creek College during the entire College Year.



1. As Battle Creek College was established for the purpose of giving a distinctively Christian education, no student will be tolerated in its membership who either publicly or privately seeks to disseminate immoral, infidel, or atheistic ideas among his fellow-students.

2. Regular attendance on all College exercises is expected of every student. Realizing, however, that detention in some cases is unavoidable, the faculty will accept satisfactory reasons for a limited number of absences. All excuses must be submitted to the President, or to a member of the Faculty acting in his place, for approval. All absences not satisfactorily explained shall stand as unexcused; when any student shall have two such absences charged against him in one term, his case will be reported to his parent or guardian, and on the occurrence of a third absence without reasons satisfactory to the President, he will be considered as no longer having College standing. The number of absences, excused and unexcused, for any term must not exceed fifteen per cent of the whole number of exercises in any class. Should this limit be passed, the student thereby forfeits his class standing in that class.

3. Students must abstain from indecent or disorderly behaviour; from profane or unbecoming language; from visiting billiard-rooms, saloons, and gambling-places; from the use of tobacco and alcoholic drinks; from card-playing, and from all improper associations.

4. No student shall enter or leave any class of any department, except by permission of the President.

5. Every student is required to pass a satisfactory examination in each study pursued, before entering a succeeding class.

6. Permission for absence from the College during the School sessions must be obtained from the President.

7. No student shall receive private lessons or engage in teaching, except by permission of the Faculty.

8. Each student will be required to pay for damage done by him to the property of the College.

9. No student will be allowed to take more than the regularly prescribed work unless by special permission of the Faculty, the request and reasons therefor having been previously presented in writing.

10. Unrestricted association of the sexes is not permitted, and all students are expected to maintain a proper degree of reserve in their association with those of the opposite sex. Gentlemen must not escort ladies on the street, or to or from public gatherings.

11. Attending parties, the theater, or any entertainment of an objectionable character, interferes with the student's work and exerts a wrong influence in the school. It is therefore forbidden. Frequent attendance upon evening gatherings of any kind is not in harmony with the plan of work at the College, and may be made a matter of discipline at the discretion of the Faculty.

12. Whenever, in the judgment of the Faculty, a student's attendance is no longer profitable to himself, or is detrimental to the school, he may be dismissed.

13. Any regulation adopted by the Faculty and announced to the students, shall have the same force as though printed in the Calendar.

THE HOME.

Students must not be strolling about the city or country on the Sabbath (Saturday), but must regard the day and attend public worship at least once. Calls should not be made or received.

Ladies will be permitted to receive gentlemen callers on Sunday and Thursday afternoons. All such calls must be made in the public parlors and only by permission of the Preceptress.

A strict observance of the daily program is required. General permission will be given for going to the business part of the city one day only of each week. The evening study hour must be observed by all, unless special permission is obtained to the contrary.

As the domestic work is done by the students, each member of the school-family, both ladies and gentlemen, should bring suitable clothing for this purpose. Three long work-aprons are a necessary part of this outfit.

Each boarder will furnish his own toilet soap, twelve towels, four napkins, napkin-ring, table cover for table thirty-six inches in diameter, four pillow-cases, four sheets, and bed-spread for double bed. Those who come unprovided with these things will be required to purchase them here. *All articles should be plainly and durably marked with full name of owner, using Payson's indelible ink.*

The health of the student is considered of the greatest importance; and as health depends largely upon habits of diet, parents are requested not to send boxes of food to their children. No objection is made, however, to their receiving fresh fruit. No other kind of food will be allowed in the rooms, except in special cases, when trays may be ordered.

The years which a young girl spends at school are those in which good physical habits should become so confirmed as to be necessary for comfort. It will, in every case, be required that the whole outfit be in harmony with the necessities of good physical development. The lady in charge of this department will insist upon a change of dress, whenever that worn is judged by her to be a hindrance to the best health. All dresses should be as light as is consistent with warmth; evenly distributed; all skirts hung from a waist so loosely worn that the arms can reach straight up with perfect ease; sleeves also, to admit of the freest movement. No corset should be worn with any suit. The shoes worn should have low heels. All students are expected to dress plainly. The wearing of jewelry and any unnecessary ornamentation in dress is not in good taste here, and will not be in harmony with the wishes of the Managers.

• • In General • •



LIBRARY.

The Library consists, at present, of about 3000 volumes, and new books are constantly being added to its list. The student finds this medium of information valuable for research in the different branches of study. In connection with the Library is a Reading Room, supplied with secular and religious papers and magazines, for the use of the students.

LITERARY WORK.

Societies are organized under the direction of the Faculty, for practice in rhetorical exercises, parliamentary forms, extemporaneous debate, and the study of the current topics of the time.

LECTURES.

Lectures illustrated by the use of the stereopticon are given from time to time by different members of the Faculty and others.

COOKING AND SEWING.

Arrangements have been made with the Sanitarium Cooking School so that the young ladies connected with the College, who are of sufficient age to be benefited by such privileges, can have all the advantages of this school without further charge than will be sufficient to cover the cost of material used. As many classes will be formed as may be necessary to meet the demand, and each class will take at least one lesson per week. This provision will make it possible for all young ladies in the College to become well acquainted with the most modern and approved methods of hygienic cookery. The Sanitarium Cooking School is under the supervision of Mrs. E. E. Kellogg, who is a recognized authority in culinary matters, and the author of "Science in the Kitchen," a recent treatise of great value upon scientific cookery.

For the benefit of the young ladies in the Home, a sewing department is maintained, under the direction of a practical dress-maker. The purpose in conducting this department is to give instruction in sewing to those who may need it, and to provide a convenient place where garments may be so made as to render it easy to dress comfortably and healthfully. One hour per week for one year will be required in both cooking and sewing of all the girls in the Home and an equivalent of those outside in all courses.

MUSEUM.

In addition to many curious and interesting articles donated by friends of the College, in different parts of the world, the Museum contains a set of Ward's casts of fossils, and quite a complete line of specimens illustrating mineralogy and geology. The College desires to acknowledge its obligations to those who have contributed to the Museum in the past and to request a continuance of their favors.

DIPLOMAS AND DEGREES.

Diplomas will be given to those students who complete in a satisfactory manner the Biblical course, and the usual degrees will be conferred upon those who complete in the same way the Scientific or the Classical course. In order to receive either a diploma or a degree, a student must sustain a good moral character.

SOME DISTINCTIVE FEATURES OF THE COLLEGE.

A Christian Home for non-resident students.

Special attention paid to hygiene and physical culture.

An extended course of study in the English Bible.

Free instruction for young ladies in cooking and sewing.

A strong religious influence pervading all the work.

A sentiment which permits older students to pursue elementary branches without embarrassment.

Necessary expenses low. Economy and plainness in dress encouraged.

Science work upon a basis which strengthens faith in God's word.

An exceptionally strong course in history in which the philosophy of history and the fulfillment of prophecy are made prominent.

Regular class and chorus drill in vocal music under a competent director, without additional charge.

MISCELLANEOUS.

THE COLLEGE can be reached by hack, or by street-car, which runs direct to the College grounds.

BOOKS AND STATIONERY are kept for sale in the College building, at the usual prices. Second-hand books, such as are used in the College, can usually be supplied at the beginning of each term.

THE MAIL is delivered at the College each day. Correspondents of students should not fail to add the word "College" to their address, as this will insure prompt delivery of all mail to the proper person.

THE SCHOLARSHIP of each student is recorded for permanent reference.

A CERTIFICATE of scholarship is given to each student at the close of each term, showing his standing in the branches he has studied. A duplicate is forwarded to parents or guardian.

NEEDED DENTISTRY should be attended to during vacation.

SUMMARY OF STUDENTS OF COLLEGE DEPARTMENT.

STATES AND COUNTRIES.	Gents.	Ladies.	Totals.
Africa, South.....	1	1	2
Arkansas	1		1
Australia	1	1	2
California.....	2	4	6
Canada	1	1	2
Colorado.....	1		1
Dakota, South.....	1		1
England	1		1
Florida	1	1	2
Illinois.....	5	11	16
Indiana	9	1	10
Iowa.....	7	9	16
Kansas	1	3	4
Kentucky	2		2
Maine	2	1	3
Maryland			2
Massachusetts.....	3		3
Michigan	52	63	115
Minnesota	5	2	7
Missouri	1	2	3
Montana	1		1
Nebraska	2	2	4
New Jersey	1		1
New York	2	2	4
New Zealand.....	1		1
Ohio	1	1	2
Oklahoma Territory.....	1		1
Pennsylvania.....	2	2	4
Tasmania	1		1
Tennessee	1		1
Texas		1	1
Turkey	1		1
Virginia		1	1
Washington		1	1
Wisconsin	8	4	12
Total.....	119	114	233

SUMMARY OF STUDENTS OF ENGLISH PREPARATORY DEPARTMENT.

STATE.	Boys.	Girls.	Total.
Arkansas.....	1	1	2
Australia.....	1		1
California.....	4	3	7
Colorado.....	5	4	9
District of Columbia.....		1	1
Dakota.....	1	1	2
France.....	1		1
Florida.....		1	1
Germany.....		1	1
Illinois.....	5	9	14
Indiana.....	6	8	14
Iowa.....	5	8	13
Kansas.....		2	2
Kentucky.....	2		2
Maine.....		2	2
Michigan.....	145	146	291
Mexico.....	1		1
Missouri.....	2		2
Minnesota.....	4	4	8
Massachusetts.....	1	4	5
Maryland.....	1	4	5
New York.....	2	5	7
New Mexico.....	1		1
New Hampshire.....		1	1
Ohio.....	2	5	7
Oklahoma.....	1		1
Pennsylvania.....	4	4	8
Russia.....	1		1
South Dakota.....	1	1	2
South Africa.....	1		1
Switzerland.....		1	1
Scotland.....	1		1
Tennessee.....	2	1	3
Texas.....	1	3	4
Utah.....	1		1
Virginia.....	1	1	2
Washington.....	1		1
Wisconsin.....	5	6	11
Totals.....	210	227	437

Total attendance in College Department..... 233

Total attendance in Preparatory Department..... 437

Total..... 670

Graduates of Battle Creek College.



1879.

Eli B. Miller.	Scientific Course.
Anna Boyd.....	Normal	"
George A. Carpenter...	"	"
Edith Sprague	"	"

1880.

Alph H. Wood.....	Classical Course.	
Fred Atwood.	Normal	"
Laura J. Ginley.....	"	"
Ligurius B. Losey.....	"	"
Eva A. Perkins.....	"	"
Richard Conradi.....	Special	"
Isaac Morrison.....	"	"
Leroy T. Nicola.....	"	"
Drury W. Reavis.....	"	"
Will C. Wales.....	"	"

1881

Linda Tuck	Classical Course.	
*William B. Gregory...	Scientific	"
Eugene Leland.....	"	"
Lizzie Stroupe	"	"
Emma H. Boyd.....	Normal	"
Anson L. Caviness	"	"
Anna A. Craw.....	"	"
Edith Donaldson	"	"
Sarah J. Hall.....	"	"
Ella R. King.....	"	"

1882.

George W. Caviness....	Classical Course.	
Joseph H. Haughey....	Scientific	"
Henry P. Holser.....	"	"
Charles C. Lewis.....	"	"
A. M. Rutan	"	"
William A. Williams...	"	"
Alma L. Wolcott	"	"
Ella A. Carman.....	Normal	"
Halver L. Halverson...	"	"

1885.

Volney H. Lucas.	Scientific Course.	
Clinton D. Rhodes.....	"	"
George W. Selleck.....	"	"
William E. A. Aul.....	English	"
Anna M. Aul.	"	"
George H. Conklin.....	"	"
Charles O. Holly.....	"	"

Ida Holly.....	English Course.	
Helen Jolls.....	"	"
* Carrie A. Wells ('84)...	"	"

1886.

Elmer E. Gardner.....	English Course.	
James W. Loughhead..	"	"
Eunice Molleur.....	"	"
William H. Williams...	"	"

1887.

Joseph S. Crowther....	English Course.	
Cornelius M. Gething ..	"	"
Edward P. Hawkins....	"	"
Lydia E. Kynett.....	"	"
Vesta D. Miller.....	"	"
Mary Sanderson.....	"	"

1888.

Charles B. Clark	Scientific Course.	
Henry C. Basney.....	English	"
Isaac A. Dunlap.....	"	"
*James W. Guilford ...	"	"
Sarah E. Peck	"	"
Elsie M. Westphal.....	"	"

1889.

Mary E. Cook.....	English Course.	
*George W. Cady	"	"
Homer E. Giddings.....	"	"
Kate Ross.....	"	"

1890.

Flora L. Cook	Scientific Course.	
George A. Droll.....	"	"
*John A. Hobbs.....	"	"
Frank W. Howe	"	"
Norris W. Lawrence....	"	"
Florence Morehouse...	"	"
Joel C. Rogers.....	"	"
Edward A. Sutherland.	"	"
Lydia M. Sutherland...	"	"
Angelia Washburn	"	"
*J. Alice Bosworth....	Academic	"
Sallie V. Bralliar.....	"	"
Mary J. Jordan.....	"	"
Ida M. Bauer	English	"
Fred E. Braucht.....	"	"

*Deceased.

Lucy E. Brown.....	English	Course.
Mamie K. Byington ..	"	"
Emma M. Giddings ..	"	"
Edward J. Hobbs	"	"
Clifford G. Howell	"	"
Thomas E. Johnston ..	"	"
Huldah Kelly	"	"
Ellis A. Morey	"	"
Andrew Nelson	"	"
Leila Ranson.....	"	"
Belle Stowell.....	"	"
Alma J. Warren	"	"
Walter J. Webber.....	"	"

1891.

Henry C. Giles.....	Classical	Course.
C. Walter Irwin.....	"	"
Jeremiah B. Clymer....	Scientific	"
Hattie E. Green	"	"
Joseph L. Kay	"	"
M. Wallace Newton.....	"	"
Charles N. Sanders.....	"	"
George M. Brown	Academic	"
Peter C. Christiansen..	"	"
William A. George	"	"
*Lenora E. Kilgore....	"	"
Richard A. Symms.....	"	"
Robert H. Habenicht...	"	"
Elizabeth L. Neal.....	"	"
David Paulson	"	"
Jesse Powers.....	"	"
Frank G. Powers	"	"

1892.

Albert J. Bristol.....	Classical	Course.
William H. Lindsay....	"	"
William G. Archer	Scientific	"
Cassius B. Hughes.....	"	"
Charles C. Nicola	"	"
Hattie Andre.....	Academic	"
Charles H. Bates.....	"	"
Patience S. Bourdeau..	"	"
Blanche W. Eggleston..	"	"
Harry W. Hurlbut.....	"	"
Rose A. Neal	"	"
L. Joseph Rousseau....	"	"
Lillie M. Bland.....	English	"
Florence Hughes	"	"

Charles L. Kilgore.....	English	Course.
Mina A. Owen.....	"	"
William A. Rogers	"	"
Bessie F. Stowell	"	"
Clara C. Williams	"	"

1893.

John F. Byington.....	Classical	Course.
Marion E. Cady.....	"	"
William Lenker.....	"	"
Frank W. Field.....	Scientific	"
Benn E. Nicola	"	"
Elmer E. Gardner.....	"	"
John L. Shaw.....	"	"
Ida M. Shively	"	"
Adelbert K. Baker	Academic	"
Joseph W. Mace.....	"	"
Mrs. Joe. T. Davies....	"	"
Evelyn M. Riley.....	"	"
William B. Holden	"	"
Fred. M. Rossiter.....	"	"
Mrs. Flora H. Williams.	"	"
Theodore E. Andrews ..	English	"
Ira McConnell.....	"	"
Henry L. Cone.....	"	"
Lina I. Mills	"	"
W. M. Doty	"	"
Lura M. Spencer.....	"	"
Nora Haysmer.....	"	"
Lee S. Wheeler	"	"
Hans M. Johnson.....	"	"
Naomi Whittenberg....	"	"
Nellie I. Lay.....	"	"
Winfield F. Williams..	"	"

1894.

Worthie Harris.....	Classical	Course.
Warren E. Howell.....	"	"
Mahlon E. Olsen	"	"
Winifred M. Peebles...	"	"
B. Franklin Bauer.....	Scientific	"
Julia A. Hoenes	"	"
Henry P. Johnson	"	"
John R. Low	"	"
John P. Neff	"	"
M. Adelaide Adams....	Biblical	"
Frank E. Lyndon	"	"
Mary E. Simkin	"	"

NOTE.—Out of this list of graduates, seventy-five are known to be directly engaged in some branch of Christian work under the direction of the Seventh-day Adventists. A large number are also engaged in the same work who have never completed any course but have received special training in this institution.

Text-Books and Books of Reference.



Algebra	<i>Wells's Academic and Higher</i>
College Algebra	<i>Wentworth</i>
Ancient Atlas	<i>Ginn</i>
Arithmetic	<i>Robinson, Ray's Higher</i>
Astronomy	<i>Newcomb and Holden, Lockyer</i>
Bible Dictionary	<i>Smith</i>
Botany	<i>Gray's School and Field Book</i>
Bookkeeping	<i>Bryant</i>
Calculus	<i>Taylor</i>
Chemistry	<i>Shepard</i>
Cicero	<i>Harkness</i>
Civil Government	<i>Motry, Townsend, Fiske</i>
Cæsar	<i>Ellen and Greenough</i>
Demosthenes	<i>Tyler</i>
Drawing	<i>Prange</i>
English Grammar	<i>Bell, Maxwell</i>
English Language	<i>Lockwood</i>
Exercises in Latin Prose Composition	<i>Jones, Abbott</i>
Exercises in Greek Prose Composition	<i>Jones, Sidgwick</i>
First Latin Lessons	<i>Jones</i>
First Greek Lessons	<i>Keep</i>
Analytic Geometry	<i>Wentworth</i>
Geography	<i>Morton, Frye</i>
Geometry	<i>Wentworth</i>
Greek Grammar	<i>Buttmann, Hadley and Allen</i>
German Grammar	<i>Bernhardt, Spanhoofd</i>
German Lexicon	<i>Whitney, Adler</i>
Greek Lexicon	<i>Liddell and Scott</i>
Greek Testament	<i>Westcott and Hort</i>
History —	
Ancient History	<i>Myers</i>
Medieval History	<i>Myers</i>
Peopling of the Earth	<i>Jones</i>
Seven Great Monarchies	<i>Rawlinson</i>
Ancient History	<i>Rollin</i>
Story of Egypt	<i>Rawlinson</i>
Cæsar, a Sketch	<i>Froude</i>

History—

Decline and Fall of the Roman Empire	<i>Gibbon</i>
Holy Roman Empire	<i>Bryce</i>
Intellectual Development of Europe	<i>Draper</i>
History of the Reformation	<i>D' Aubigné</i>
Beginnings of New England	<i>Fiske</i>
Massachusetts; Its Historians and its History	<i>Adams</i>
American Revolution	<i>Fiske</i>
Critical Period of American History	<i>Fiske</i>
Federalist	<i>Hamilton</i>
History of Germany	<i>Taylor</i>
History of Greece	<i>Eyffé, Smith</i>
History of Rome	<i>Leighton, Creighton</i>
Homer's Iliad	<i>Seymour</i>
Homer's Odyssey	<i>Merry</i>
Horace	<i>Lincoln</i>
Latin Grammar	<i>Harkness</i>
Latin Lexicon	<i>White, Andrews</i>
Livy	<i>Westcott</i>
Mythology	<i>Gayley</i>
Ovid	<i>Kelsey</i>
Penmanship	<i>Harper's</i>
Philosophy and English —	
Logic	<i>Davis, Jerons-Hill, Fowler, Bain, Thomson</i>
Mental Science	<i>Mahan, Hill</i>
Moral Science	<i>Robinson, Hickok, Hopkins</i>
Political Economy	<i>Walker, Wayland, Ely, Gide</i>
Pedagogy	<i>Payne, Baldwin, Srett, Page, Compayre</i>
American Literature	<i>Haethorne and Lemmon, Masterpieces</i>
English Literature	<i>Scrinton, Welsh, Masterpieces</i>
Rhetoric	<i>Williams, Genung, Hill, Clark</i>
Higher English	<i>Minto, Garnett, Sherman, Gummere, Masterpieces</i>
Physics	<i>Gage, Olmstead</i>
Physiology	<i>Kellogg, Steele, Martin</i>
Physical Geography	<i>Houston</i>
Readers	<i>Harper's, Appleton's</i>
Trigonometry	<i>Wentworth</i>
United States History	<i>Johnston</i>
Vergil's <i>Æneid</i>	<i>Frieze</i>
Xenophon's <i>Anabasis</i>	<i>Boise</i>
Zoölogy	<i>Packard</i>

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